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ABSTRACT

This booklet has been developed to assist schools in planning programs of middle school occupational education. The objectives of career explorations and a series of operational principles are set forth. The Florida Model for Career Development is described. A number of instructional approaches are suggested with forty-six appropriate topics which may be developed into units. Occupational clusters in administration, data processing, operations, and information processing are cited. Three sample units illustrate in detail the goals, content, objectives and activities which may be applied. A ten-page list of resources with addresses covers film and filmstrips, games, kits, occupational briefs, practice sets, references, texts, and visuals. (MS)

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CAREER DEVELOPMENT FOR BUSINESS EDUCATION

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BUSINESS EDUCATION SECTION
Division of Vocational, Technical,
and Adult Education
Department of Education
Tallahassee, Florida

Floyd T. Christian, Commissioner

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CAREER DEVELOPMENT FOR BUSINESS EDUCATION

A Suggested Approach
To Develop Instruction
For Middle Schools

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BUSINESS EDUCATION

In business, the **office** is a place in an organization where information processing work is performed: numbers are accumulated, classified, calculated, and summarized; letters are written; budgets are duplicated and distributed; bills are paid; minutes of meetings are typed and filed; and progress reports for complex projects are organized. The role of the office in a business organization is supportative to management decision makers and to vital functions of the organization such as administration, processing data, operations, and processing information.

All of the information processed in the office does not originate in the office. It originates in the vital functions of the organization—in management meetings and at sales meetings, in all of the operational levels, and on data and word processing production lines. It follows, then, that a total instructional program approach for business education would be constructed about the functions of business: administration, data processing, operations, and information processing.

Business Education is a planned specialized instructional program structured to prepare students to enter, to advance, and to refine prescribed competencies requisite for employment in a cluster of business occupations or in a specific occupation chosen as a career objective.

The total program of business education is comprised of ten instructional programs which, for Florida, are grouped according to the functions of business. The course sequences which comprise these instructional programs are planned so as to develop the basic, advanced, and specialized competencies required for employment in the business occupational clusters.

FOREWORD

This material has been developed with the purpose to assist schools in planning programs of middle school occupational education. Each school and each situation is different; planning must likewise be broad. The major emphasis in this manual is placed on basic considerations for planning; no attempt is made to set instructional patterns. Career packets for business occupational clusters are to be developed and will be distributed through the Area Supervisors for Business Education when completed.

CAREER EDUCATION: A PHILOSOPHIC BASE

Career exploration is a part of a sequential educational process in the continuum from occupational awareness to career proficiency. It is an essential and integral part of the total development of an individual. The importance of career exploration is emphasized by the needs of the individual which can be met through productive employment and the needs of society for the production and distribution of goods and services.

Every student while in elementary and junior high school, as a normal part of his education process, should be seriously involved in activities and/or programs designed to help him develop a greater awareness of the knowledges and skills required for the world of work, expand his occupational horizons, develop wholesome attitudes and proper work habits, explore the world of work, and provide information on which he can act as he considers possible career choices. The relationship between reading and employment, arithmetic and income, self-respect and writing should be made clear through the efforts of all teachers as they work together to correlate areas of exploration, occupational information, and academic subjects.

Career exploration programs are essential to a balanced total educational development of students in the middle school range. These students generally lack firsthand knowledge of the world of work; they need experiences to supply this knowledge. They have not had an opportunity to explore their capabilities in various areas or to appraise their potential; they need such opportunities. Many of the students lack self-confidence; they need experiences designed to help them build self-assurance. The programs should also provide motivation for the student to effectively plan his school career, encouraging him to remain in school until graduation.

Objectives of Career Exploration

The objectives of a career exploration program are to:

1. Provide students with opportunities and assistance for appraisal of their individual abilities, potentials, interests, desires, and needs.
2. Provide students with laboratory and classroom experiences and activities which correlate occupational information with all subject areas through the joint efforts of academic and career exploration teachers.

3. Provide learning experiences which should assist students in identifying occupational opportunities (local, state, and national) as well as exploring occupations and trends relative to the mobile labor force.

4. Provide students with educational experiences which are relevant to their career development process.

5. Provide individualized and group instruction and related services as are needed for students to enter the labor market or to continue their education.

6. Provide students with opportunities to nurture creativity, and develop technical problem-solving skills related to materials, tools, machines and processes.

7. Provide students with opportunities to study the agricultural, economic and industrial system by which goods and services are produced and distributed.

8. Provide students with assistance in developing desirable attitudes toward work and in recognizing the dignity of every occupation.

9. Provide students with opportunities to experience success and to develop personal pride.

10. Provide students with opportunities to experience activities in which they learn to accept responsibilities and to make decisions.

11. Provide students with opportunities to experience activities which familiarize them with occupational education opportunities at the high school and post-high school levels.

PURPOSE OF CAREER DEVELOPMENT

Career development education is designed to help students accomplish career development tasks of increasing levels of difficulty as their own levels of understanding and skill increase. The ultimate aim is to help each individual achieve self-determined career objectives and to develop the competencies necessary to develop and manage their own career lives.

OPERATIONAL PRINCIPLES

The primary goal of career development is to make each individual competent in developing and managing his career life. The following operational principles are essential to the attainment of this goal:

Principle 1: Career development education must be **sequentially organized** from kindergarten through post-secondary and adult education. Because career development begins in the early childhood years and continues throughout one's working life, it must be comprised of increasingly varied objectives and instructional activities that occur from kindergarten through post-secondary grades. The program should be general and broad in the beginning and should become more concentrated in the later grades. Such a program requires interfacing curriculum experiences from each educational level to the next.

Principle 2: Career development education **must be organized as an integrated structure within the educational program.** Never should it be regarded just as an add-on course or unit involving only selected teachers. Examples and problems drawn from a cross section of the world of work should be incorporated into all phases of the curriculum. Career development activities must be organized as a **nucleus around** which the elements of general and academic education, guidance and counseling, community resources would revolve.

Principle 3: To meet the needs of all students, career development education **must be flexible enough to allow each student at each educational level** to make choices from the broadest base of knowledge; to have access to a cross section of career curriculum experiences; to be free to move from one career curriculum to another; and to acquire preparation for the next educational level. It cannot be assumed that a choice made at the secondary and/or post-secondary level is the final choice. A student must have the freedom to move from one career curriculum area to another if he decides he has made a wrong choice.

Principle 4: Career development education is **student centered rather than manpower centered.** Under such a strategy the commitment is to develop the uniqueness and potential of each student no matter where the development of his potential might lead.

Principle 5: Career development programs must consider **the individual's readiness level for career development.** This will necessitate determining what

students have already learned or their experiences and the general level of their intellectual, social, emotional, and vocational maturity. The range of individual differences will require a variety of career development learning experiences that can be related to individual needs and capacities. It will also require that the program be flexible enough at each level to start with each individual's level of accomplishment.

Principle 6: Career development education **includes job skill preparation.** The central purpose must be to enable each individual to assume the habits, knowledges, attitudes, problem solving judgment and manipulative skills necessary for occupational entrance and progress. To fail in this aim would be to have no career development education program.

Principle 7: Career development education must not be limited to the traditional concepts of "awareness," "orientation," "exploration," etc., as they relate to work, but **must include awareness, orientation, exploration, and progressive practice** in developing the career aspects of self. The development of the individual's career self will require that at each educational level he be allowed to experience miniature work tasks in an environment approximating the work setting. These experiences must be **followed with appropriate feedback** to give the student the understanding and vocabulary he will need to clearly define his career self. It is vital that the feedback allow the student to analyze his experiences rather than have them analyzed by someone else.

Principle 8: In career development education the school has the responsibility for assisting the individual in entering, adjusting, and progressing in a job. This concept goes beyond the traditional approach of job placement and follow-up. **It makes the school responsible for the individual until he is placed in a job, until he has adjusted to a job, and until he has at least obtained a one-step advancement in that job either in the form of a salary increase, a step up the ladder, or some other alternate form of advancement.** This concept requires personal monitoring and follow through of each student by the school and communication with his employers.

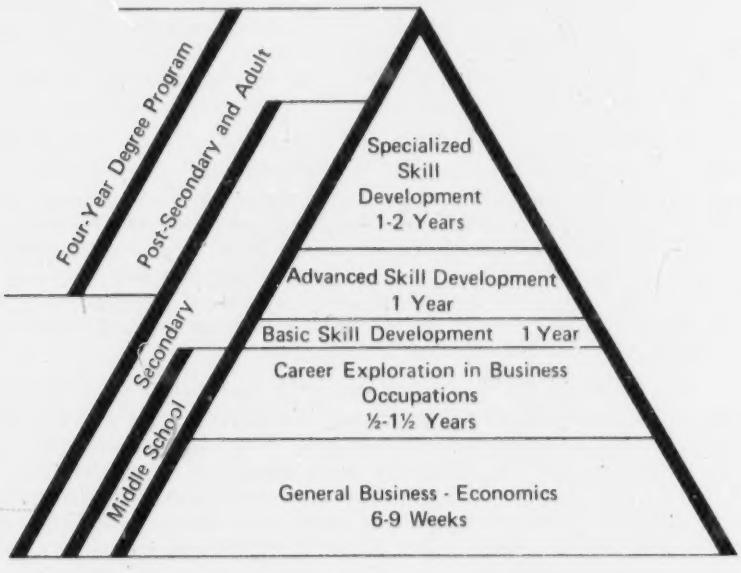
Principle 9: Career development education must provide **at all levels an opportunity for the student to participate in concrete learning activities** that closely approximate a variety of work roles, work settings, and other life experiences reflecting the career life. Such experiences go far beyond the traditional printed materials, audio-visual aids, career days, and speakers on which we have tended to rely for the career development of the individual. Such experiences allow the student to experience the work environment only

in second hand ways. Placing emphasis on "hands on" activities will provide the student with a new basis for understanding and expressing his career self.

FLORIDA MODEL: CAREER DEVELOPMENT FOR BUSINESS EDUCATION

When planning a program for career development, primary concern should not be restricted to one level of education since it involves the total educational program. It is impossible to isolate the occupational needs and experiences for children in grades six through eight without being concerned with what came before and what will follow. It is necessary, therefore, to look at the total picture before developing any specific emphasis at any particular level.

The Florida Model for Career Development in Business Education shown below is in keeping with the State's plan and that of the U. S. Office of Education, Sidney P. Marland, Commissioner.*


Four-Year Degree Program
Post-Secondary and Adult
Secondary
Middle School
Specialized Skill Development 1-2 Years
Advanced Skill Development 1 Year
Basic Skill Development 1 Year
Career Exploration in Business Occupations ½-1½ Years
General Business - Economics 6-9 Weeks

*Now John D. Ottina

Early Childhood Level

The early childhood level should be concerned with basic exploration and discovery within the world of work environment. Children should be allowed to relate themselves to materials, simple tools, and the processes of working with these. Activities at this level should provide the experience of working with simple tools and materials to discover their characteristics: size, weight, dexterity, composition, use, relation, etc. They would also include experiences to help them better understand some of the technological developments associated with their lives, such as communications, services, money management, storing, security.

Lower-Middle Level

The lower-middle grade level should be concerned with a systematic study of the world in which he lives to help him discover the technological, economic, and cultural aspects of his environment. The study should be closely correlated with science, mathematics, and all other aspects of the curriculum in order to bring them in perspective as they relate to the world of work.

Upper-Middle Level

The program for the upper-middle grades should be a general practical arts approach in the seventh grade that will provide multiple experiences conducted in a laboratory specifically designed for each occupational area represented in **a wheel approach** by a teacher (s) especially trained for the area. The laboratory environment should be **a reasonable simulation** of each technological area in the wheel.

Activities in this area should provide for exploration in a number of different technological areas including experimentation with materials and the production of products using processes (thought, decision-making, psychomotor) requiring increasing levels of acquisition and difficulty to perform. Examples of these experiences in a "hands on" situation are business machines, duplicating machines, a teletrainer, flow charts, records routing, recordkeeping.

Instructional packets should be available which relate the flow of related and unrelated tasks to a variety of jobs within specific occupational clusters. As an example, typewriting is a task common to a variety of jobs within the

office occupations **but** keyboard dexterity is common to a number of other office machines unrelated to the typewriter.

During the eighth grade level, ample opportunities should be planned to develop occupational intelligence **and** economic literacy. Better still, occupational intelligence and economic concepts can be developed simultaneously by interweaving them through **all** grade levels.

INSTRUCTIONAL APPROACH

Because career education planning dovetails academic and career subjects, it follows that an interdisciplinary instructional approach is a logical concomitant. General education and vocational education teachers must plan as a team and teach as a team. General education skills (communication, computation) must not be developed out of context to the vocation in which they are applied. This is another base point for implementing career education in the middle school using the wheel approach.

Teachers must be given a planning period—**time** for **directing** the learning activities of students. They must have a period in which to plan carefully prescribed learning situations which will meet previously defined performance goals in terms of measurable outcomes.

In the team approach, interdisciplinary planners utilize a variety of instructional approaches, such as

1. multi media: film; filmstrip
   slide-cassette
   viewer-tape
   transparencies
   learning kits
2. educational games
3. role playing
4. field trips
5. simulation
6. demonstration
7. small group sessions
8. independent study
9. resource persons

Every effort should be made to **lead** through the instruction; not **talk** through.

The total instructional effort is conceptualized—from the standpoint of the student. Instruction at this level is divided into four interrelated parts:

self concepts
work concepts
social concepts
economic concepts

Units or modules of instruction appear to be the best approach for developing the concepts and skills necessary at this level. From these, Learning Activities Packets (LAPS) may be developed for the student's use. Shown below is a sample unit outline:

MODEL UNIT

Shown below is a suggested outline for developing units.

I	Unit Topic
II	Description of Unit
III	Unit Goals
IV	Content
V	Student Objectives
VI	Instructional Activities
VII	Evaluation - Pre-Test, Post-Test
VIII	Resources
IX	Facilities, Equipment, Supplies

The actual format of the unit should be designed for usability and readability—functionalism is the key. Several counties have developed or are developing career education units for middle school instruction and may be willing to share. Inquiries should be addressed to the Coordinator, Career Education or the Supervisor, Business Education in these counties:

Dade, Miami
Duval, Jacksonville
Escambia, Pensacola
Hernando, Brooksville
Hillsborough, Tampa
Leon, Tallahassee
Orange, Orlando
Pinellas, St. Petersburg

PAEC (Panhandle Area Education Cooperative), Chipley is the clearing-house in the State of Florida for disseminating similar materials that have been developed in and out of state. Write for the catalog of items which are available at cost.

There follows suggested topics which may be developed into units. As was indicated earlier, no attempt is made here to set instructional patterns which may run counter to a middle school program underway in any school nor to the career packets for business occupational clusters which are being developed. The only intent is to put something into the hands of those planning middle school programs till such time as these packets are available.

Some suggested topics are:

1. A Look at Yourself
2. Getting to Know Yourself
3. You are Your Abilities
4. Your Personality and Your Job
5. How to Increase Your Self-Confidence
6. Personal Development
7. Getting Along in School
8. Making and Keeping Friends
9. Ethics for Everyday Living
10. School Subjects and Jobs
11. Exploring the World of Jobs
12. What Job For Me
13. Getting the Right Job
14. Finding Part-Time Jobs
15. Choosing Your Career
16. College, Careers, and You
17. What Employers Want
18. Understanding Our Economy
19. Business Ownership and Organization
20. The Business As a Community
21. The Functions of Business:
    administration, production, processing, distribution, operations, etc.
22. The Profit Motive
23. The Service Objectives of Business
24. Employer-Employee Responsibilities
25. Human Relations on the Job

26. The Worker's Role in the Community
27. Managing Personal Finances
28. Using Economic Goods and Services
29. Careers in the Modern Office*
30. Patterns of Organization in the Office
31. Lines of Communication in the Office
32. Records Management in the Office
33. Business Communications in the Office
34. Computation Skills in the Office
35. The Work Station
36. The Relationship of Fringe Benefits to Morale
37. Advantages of the Forty-Hour, Four-Day Work Week
38. Productivity - An Honest Day's Work for An Honest Day's Pay
39. Consumer Protection and the Law
40. Planned Recreation for the Office Worker
41. The Economics of Changing Jobs
42. Planning and Saving for the Future
43. The De-Valued Dollar
44. Workmen's Compensation
45. New and Emerging Office Occupations
46. Management By Objective

Careers in the Modern Office

In developing this unit, there should be a **total** instructional program approach. The U. S. Office of Education taxonomy lists nine instructional areas in the 14.00 Office Occupations area:

14.01 Accounting and Computing

14.02 Business Data Processing

14.03 Filing, Office Machines, and General Clerical

14.04 Information Communications

14.05 Materials Support Transporting, Storing, and Recording

14.06 Personnel, Training

14.07 Stenographic, Secretarial

14.08 Supervisory and Administrative Management

14.09 Typing and Related

Through the years, the connotation attached to the training programs in Office Occupations is that females only may enroll and solely for clerical and stenographic training. Enrollment reports out of the U. S. Office of Education clearly substantiate, however, that these occupations comprise approximately one third of the enrollees in all instructional programs of which some ten percent are males. Of the remaining instructional programs, males predominate categorically with the exception of Typing and Related and Accounting and Computing. It is interesting to note that more females than males reportedly were enrolled in Accounting and Computing programs in 1971.

OCCUPATIONAL CLUSTERS

BUSINESS ADMINISTRATION	BUSINESS DATA PROCESSING
Administrative Assistant	Systems Analyst
Educational Director	Programmer
Training Supervisor	Accountant, Junior
Training Representative	Accountant, Cost
Budget Officer	Accountant, Systems
Treasurer	Credit Analyst
Job Analyst	Supervisor, Computer Operations
Employment Interviewer	Digital Computer Operator
Personnel Recruiter	Audit Clerk
Personnel Clerk	Bookkeeper
Supervisor	Insurance Clerk
Office Manager	Peripheral Equipment Operator
	High Speed Printer-Operator
	Keypunch Operator
	Tabulating Machine Operator
	Cashier
	Bookkeeping Machine Operator
	Calculating Machine Operator
	Transit Clerk
	Teller
	Payroll Clerk
	Timekeeper
	Currency-Change Sorter

The point is, then, that the total instructional program of business education comprises **all** job classifications in an office for which both males and females enroll according to their interest, aptitude, and career objective.

Careers in the Modern Office, as an instructional unit, should be geared toward the occupational clusters in business education as are indicated below. These clusters are a part of the State's model for Career Development in Business Education.

IN BUSINESS EDUCATION

BUSINESS OPERATIONS	BUSINESS INFORMATION PROCESSING
Chief Clerk, Print Shop	Secretarial Administrative Manager
Duplicating Machine Operator	Administrative Assistant
Offset Duplicating Machine Operator	Legal Secretary
Automatic Typewriter Operator	Medical Secretary
Yields Supervisor	Secretary
Materials Coordinator	Technical Secretary
Production Coordinator	Word Processing Coordinator
File Clerk	Clerk-Typist
Records Clerk	Data Typist
Quality Control Clerk	Correspondence Clerk
Billing Clerk	Chief Telephone Operator
General Office Clerk	Telephone Operator
Coding Clerk	Stenographer, Junior
Paymaster	Stenographer
Ward Clerk	Machine Operator
Toll-Rating Clerk	Mail Clerk
Rate Supervisor	Addressing Machine Operator
Shipping & Receiving Clerk	Mail-Machine Operator
Stock Supervisor	Messenger
Stock & Inventory Clerk	Hospital-Admitting Clerk
Delivery Clerk	Information Clerk
Traffic Clerk	Hospital-Out Patient Clerk
Transcribing Machine Operator	Receptionist
Weigher	Compiler
Progress Clerk	Dispatcher (Maintenance Service)
	Survey Worker
	Credit Clerk
	Medical-Record Clerk

Some sample units are:

A LOOK AT YOURSELF

This unit is designed to help the pupil take a close look at himself and to discover some of his basic interests, needs, talents and limitations.

GOALS:

1. To assist the pupil in developing an understanding of some of his own talents and limitations in relation to the world of work.
2. To help students develop an understanding of the role of the school in developing their talents and skills as they relate to occupational roles.
3. To help the student to develop a better relationship with others through the development of a better understanding of himself and individual differences.

CONTENT:

I. Look at Yourself
   - A. What are your interests? What do you like to do?
   - B. What things do you think you can do well?
   - C. What are your attitudes?
     1. Toward yourself? (appearance, grooming, speech, etc.)
     2. Toward others?
     3. Toward school?
     4. Toward work?
   - D. What records are you building now? Your future employer will be interested in:
     1. Your school attendance
     2. Honesty
     3. Your conduct
     4. Your school activities
     5. Part-time jobs while in school
   - E. Study ways in which people differ:
     1. Physical appearance
     2. Personality
     3. Abilities
     4. Interests
     5. Aptitudes

OBJECTIVES:

1. The student will be able to identify three job areas that hold interest to him and he will be able to list reasons for his choices.

2. The student will demonstrate his knowledge of his ability by identifying job level attainment appropriate to himself and by identifying the type of preparation required for the selected level.

3. The student will respond to his knowledge of himself on an appropriate rating scale to show one's opinion of one's self.

4. The student will analyze his values, abilities, interests and limitations in terms of his future role as a worker.

5. The student will demonstrate his competency with the use of occupational information material by looking up information on jobs that are of interest to him.

6. The student will display a knowledge of individual differences by listing and defining five.

7. Given a list of twenty-five job classifications representing a wide range and various levels of jobs, the student will list the type of preparation needed for each with emphasis on the kind of high school curriculum needed and the availability of it.

ACTIVITIES:

1. Each student will compose a "Story of My Life."

2. Fill out personal data sheets

3. Take Kuder E; chart and interpret

4. Respond to and analyze attitude scales

5. Research and report on occupations of special interest.

6. List, study, and discuss individual differences. Write skit depicting different individual characteristics.

7. Field trip to local high school and to technical institute, area vocational-technical center, or to private industry.

OCCUPATIONS IN OUR SCHOOL

This unit is designed to provide exploratory experiences in the many occupational areas found in the school. The many occupations that we directly or indirectly relate to the school are such that they provide an extensive orientation to the world of work.

GOALS:

1. To provide the students with opportunities to explore many job opportunities within the framework of a school setting.

2. To provide experiences that will enable the student to gain an appreciation for the school as a place where many work and continue to learn in our society.

CONTENT:

A. County Administration
   1. School board
   2. Superintendent
   3. Associate superintendent (instruction)
   4. Assistant superintendent (business)
   5. Lawyer
   6. Supervisors
   7. Food service director
   8. Director of guidance services
   9. Speech therapist
   10. Teacher of home-bound
   11. Director of special education
   12. Vocational Education Director
   13. Health and physical education coordinator
   14. School nurse
   15. School psychologist
   16. Audio-visual coordinator

B. Local School Administrators
   1. Principal
   2. Assistant Principal

C. Instructional Personnel
   1. Counselors
   2. Librarian
   3. Driver Education Teachers
   4. Teachers
      a. Elementary

b. Grammar
c. Secondary:

English	Distributive Education
Math	Social Studies
Science	Health and Physical Education
Business	French
Agriculture	Spanish
Home Economics	Music
Industrial Ed.	Art
Health Occupations	Special Education

D. Paraprofessionals
   1. Teacher Aides
   2. Library Assistants

E. Clerical
   1. Secretary
   2. Typists

F. Lunchroom Staff
   1. Lunchroom Manager
   2. Cooks
   3. Dishwashers
   4. Cashier

G. Maintenance
   1. Custodian
   2. Maids
   3. County Maintenance:
      - Plumbers
      - Carpenters
      - Grounds Supervisor
      - Electrician
      - Painters

H. Transportation
   1. Bus Drivers
   2. Mechanics
   3. Truck Drivers

I. Non-school Helpers
   1. Physician
   2. Photographer
   3. Insurance Salesmen
   4. Salesmen—sports, rings, etc.
   5. School Traffic Control Personnel
   6. Entertainers

OBJECTIVES:

1. The student will be able to demonstrate his knowledge of occupations in the school by describing the differences in job requirements and duties of jobs in each of the following categories: administrative, teaching, and supportative.
2. The student will respond to jobs in each of the three categories by selecting one in each that has the most interest to the pupil and to list reasons for that selection.
3. The student will demonstrate knowledge about one job within the school setting by performing some of the tasks of that job and by preparing a detailed report of the job.

ACTIVITIES:

1. Discussion and overview (with visits to various jobs and from workers) of the total occupational potential of the school.
2. Group study, reports, or role playing of groups of jobs.
3. Work in jobs with employed worker. Do the things people do when they are working in the school.
4. Individual study and research in one occupational area of the school.

LET'S LOOK AT INSURANCE OCCUPATIONS

This is a program of instruction to introduce students to occupations in the insurance business.

GOALS:

1. To provide students with opportunities to explore occupations within the insurance business.

2. To provide meaningful experiences that will enable the student to develop positive attitudes toward the world of work and occupations in the insurance business.

3. To enable the student to develop self-concepts related to occupational requirements in the insurance business.

4. To relate knowledge gained in the study of occupations in the insurance business to other study areas.

CONTENT:

A study of occupations in the insurance business as related to the following structure of a position or positions within the business.

Sales:

1. Advertising clerk
2. Advertising manager
3. Public relations director
4. Agents
5. Managers
6. Broker

Financial:

1. Personnel clerk
2. Personnel manager
3. Invoice clerk
4. Purchasing agent
5. Billing clerk
6. Bookkeeping machine operator
7. Payroll clerk
8. Accounting clerk
9. Accountant
10. Auditor
11. Credit manager

Underwriter:

1. Policy checker
2. Calculating machine operator
3. Statistical clerk
4. Rater
5. Policy writer
6. Underwriter
7. Management

Claims:

1. Adjuster
2. Examiner
3. Director
4. File clerk
5. Typist
6. Stenographer
7. Secretary
8. Receptionist

Legal:

1. Record clerk
2. Legal secretary
3. Attorney
4. Management

Audit:

1. Secretary
2. Auditor
3. Management

Statistical:

1. Clerk
2. Key punch operator
3. Tabulating machine operator
4. Programmer
5. Statistician
6. Actuary
7. Management

Executive:

1. President
2. Directors
3. Chairman of Board
4. Executive secretaries

OBJECTIVES:

1. The student will respond to an orientation to occupations within the insurance business by indicating in writing, or on a tape, career opportunities in the insurance business within the school district.
2. The student will be able to explain the characteristics of and qualifications for jobs that are of most interest to him.
3. The student will participate in work situations and skills needed to perform in at least three levels of work in the insurance business—i.e., managerial, executive, clerical, technician, etc.—and list his likes and dislikes of each job.
4. The student will analyze his needs and aspirations in terms of occupations in the insurance business by listing personal characteristics alongside job characteristics to justify choices.
5. The student will be able to describe how his occupational choice might also fit in a business other than the insurance business.

LEARNING ACTIVITIES:

1. A representative of an insurance firm to visit class and discuss growth in the business, the way a business is organized in area, and requirements for a position in the insurance business.

2. Visit a local insurance office.

3. Analyze records for school insurance program.

4. Set-up a typical insurance office situation in classroom. Provide opportunity for students to explore three or more work stations. Suggested exercises might be organized, writing a check, talking to client on phone, using a calculating machine, using a key punch machine, etc.

5. In groups, study jobs related to the insurance business. During or following this activity, take a field trip to an insurance agency.

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3. **Occupational Guidance,** Finney Co., 3350 Gorham Avenue, Minneapolis 26, Minnesota. Vols. II and V, Unit 3, Rev. "A" Vol. VIII.

4. **The Sextant Series For Exploring Your Future In Insurance,** American Liberty Press, Milwaukee, Wisconsin.

5. Somner, Armand, **Your Future in Insurance.**

OTHER POSSIBLE SOURCES:

1. Occupational Career Kits

2. Local insurance agencies and large insurance companies will provide free materials such as job information and applications, various forms of insurance, and other business forms.

PARTIAL LIST OF RESOURCES

Film - Filmstrip

1.	**The Catalyst**	16mm Sound 13 min (AVU 4758) Source: UNIVAC Film Library
2.	**Credit**	16mm Sound 14 min (2930) Source: Modern Talking Picture Service
3.	**The Extra Step**	16mm Sound 30 min Source: U. S. Civil Service Commission
4.	**Impressions**	16mm Sound 11 min Source: IBM, Office Products Division
5.	**Impulse '90**	16mm Sound 25 min (3725) Source: Modern Talking Picture Service
6.	**It's A Business World**	16mm Sound 27 min (788) Source: Association-Sterling Films
7.	**A Matter of Some Urgency**	16mm Sound 17 min Source: A. B. Dick Company
8.	**Merchant To the Millions**	16mm Sound 28 min (S-879) Source: Association-Sterling Films
9.	**More Cards. . .Less Time**	16mm Sound 15 min (AVU 4818) Source: UNIVAC Film Library
10.	**The Paper War**	16mm Sound 15 min (2318) Source: Association-Sterling Films
11.	**Right at the Typewriter**	16mm Sound 29 min Source: IBM, Office Products Division
12.	**Draw Me a Telephone**	16mm Sound 12 min Source: Bell System Telephone Offices
13.	**Last of the Giants**	16mm Sound 23 min Source: Union Pacific Railroad
14.	**New Directions in Modern Railroading**	16mm Sound 27 min Source: Illinois Central Railroad
15.	**Talking of Tomorrow**	16mm Sound 20 min Source: Bell System Telephone Offices
16.	**Banking in Action**	16mm Sound 20 min Source: Federal Reserve Banks
17.	**Death & Taxes**	16mm Sound 18 min Source: H & R Block
18.	**Dollars and Sense**	16mm Sound 14 min (2317) Source: Association-Sterling Films

19. **Economics of Democracy** — 16mm Sound 28 min
Source: American Institute of Cooperation Farm Film Foundations

20. **Careers in Business** — 16mm Sound 13 min
Source: National Career Center

Addresses and descriptions for these and other films-filmstrips may be obtained from the **Educators Guide to Free Films**, 32nd Annual Edition, 1972.

Games

Parchesi
Concentration
Monopoly
Scrabble
Decision
Investing
Profit and Loss
Management

available from Clark Abt Associates, Skokie, Illinois (or book stores and better department stores)

Kits

Business Career Kit. Box 135, Largo, Florida 33540: Career, Inc.

New Rochester Occupational Reading Series. This series provides both reading instruction and information about the world of work. It is mature in content and comes in three different reading levels but is designed to be used in a single class without obvious grouping. Exercise books match the text levels and provide further development of reading skills, vocabulary, and proper occupational attitudes. Published at 259 East Erie Street, Chicago, by Science Research Associates, Inc.

Occupational Work Kit. 259 East Erie Street, Chicago, Illinois 60611: Science Research Associates, Inc.

The Gregg Office Job Training Program, 1972. Gregg Division, McGraw-Hill Book Company, Hightstown, New Jersey 08520

Classroom Installation. The Classroom Installation consists of 3 of each of the 15 Training Manuals and Resource Materials, 6 sets of Filing Supplies, 1 set of Job Selection Guides, 1 Teacher's Resource Manual, 1 Display Unit, and 1 set of Display Cards

Accounts Payable Clerk
Accounts Receivable Clerk
Billing Clerk
Clerk Typist
Credit Clerk
File Clerk
Mail Clerk
Office Cashier
Order Clerk
Payroll Clerk
Personnel Clerk
Purchasing Clerk
Stock Control Clerk
Traffic Clerk
Typist

Widening Occupational Roles Kit, Grades 6-9, Science Research Associates

WORK gives each student an opportunity to explore for himself the complex areas of career opportunity. The kit is designed to help the student expand his knowledge of the world of work, to recognize

families of related jobs, to develop a deeper understanding of his own abilities and interests, and to learn about the types and extent of education needed to prepare adequately for various occupations.

Contents:
- Junior Occupational Briefs
- Junior Guidance Booklets
- Student Workbooks
- The Teacher's Manual
- Color Filmstrips

Occupational Exploration Kit, Grades 9-12, Science Research Assoc., Chicago

OEK provides students with a systematic, personalized approach to job investigation.

Contents:
- OccuScan (Occupational Scanner)
- Occupational Briefs (ask for complete list of titles)
- Job Family Booklets
- Guidance Series Booklets (8)
- Student Record Books (25)
- Guide for Counselors and Teachers

Project VIEW

Aperture cards for viewing on a reader-printer career information relative to occupational clusters and specific job titles in business education and all other disciplines. Information is given about job descriptions, job requirements, and educational training required as well as standards of achievement.

For further information write to:

Mr. Alex Friedman
Sheridan Vocational Center
5400 Sheridan Street
Hollywood, Florida 33021

Mr. William Wooley
Panhandle Area Education Cooperative
412 South Boulevard
Chipley, Florida 32428

Career Packet Series

The National Management Association
2210 Arbor Boulevard
Dayton, Ohio 45439

Occupational Briefs

What Job for Me. This is a series of books designed to help young people find out more about jobs and the world of work. They are stories, written on middle elementary level, about people at work. Each of the thirteen books is about a different occupation. Published in New York by McGraw-Hill Book Company.

Morrison. **A Career in the Modern Office.** Gregg Division, McGraw-Hill Book Company, Hightstown, New Jersey 08520.

Opportunities in Today's Office — **Making the Most of Your Skills**

Making the Most of Yourself — **Getting the Right Job**

Junior Guidance Series Booklets, Grades 6-9

Exploring the World of Jobs
Getting Along In School
The Job in Your Future
Your Abilities

Guidance Series Booklets, Science Research Associates, Chicago

Gordon McCloskey, **Understanding Our Economy**
Katharine and John Byrne, **You and Your Abilities**
J. Anthony Humphreys, **Choosing Your Career**
Robert Plummer & Clyde de Blocker, **College, Careers, and You**
Norman Feingold & Harold List, **Finding Part-Time Jobs**
Seymour Wolfbein & Harold Goldstein, **Our World of Work**
John Broachard, **School Subjects and Jobs**
James C. Worthy, **What Employers Want**
Daniel Sinick, **Your Personality and Your Job**
Mary V. Neff, **Ethics for Everyday Living**
William Shanner, **Guide to Logical Thinking**
G. Gilbert Wrenn, **How to Increase Your Self-Confidence**
Wm. C. Menninger, **Making and Keeping Friends**

Wood. **Practice Set I for General Recordkeeping**, 1972. Gregg Division, McGraw-Hill Book Company, Hightstown, New Jersey 08520.

Hadley and Thistlethwaite. **Payroll Systems and Procedures**, 1969. Gregg Division, McGraw-Hill Book Company, Hightstown, New Jersey 08520.

Archer, Seufer, and Stewart. **Stock Control Practice Set**, 1969. Gregg Division, McGraw-Hill Book Company, Hightstown, New Jersey 08520.

Archer, Seufer, and Stewart. **Office Cashiering Practice Set**, 1969. Gregg Division, McGraw-Hill Book Co., Hightstown, New Jersey 08520.

Fritz. **Introductory Business Practice—A Practice Set for General Business and Clerical Students**, 1966. Gregg Division, McGraw-Hill Book Co., Hightstown, New Jersey 08520.

Witherow. The Secretary on the Job: **A Practice Set for Secretarial Students**, 1967. Gregg Division, McGraw-Hill Book Co., Hightstown, N.J.

Sandry, Ester, **Clerical Office Practice Set**, Pitman Publishing Corp., 6 East 43 Street, New York.

This set offers realistic office situations that provide practical experience in handling diverse problems calling for clerical typing, handwriting, record-keeping, business arithmetic, filing, checking, typing/taking messages, and following directions.

McCullough, Robert J. & Everard, Kenneth, **Bank Reconciliation Projects**, Pitman Publishing Co.

Twelve regular projects and one test project take students through realistic situations working with a check stub record, canceled checks, and a bank statement. The projects, in groups of three, cover Personal Account, Partnership, Proprietorship, and Corporation.

References

Handbook for Job Facts. 259 East Erie Street, Chicago, Illinois: Science Research Associates, Inc.

Occupational Outlook Handbook. Washington, D. C.: U. S. Government Printing Office, U. S. Department of Labor, 1968.

Dictionary of Occupational Titles. Washington, D. C.: U. S. Government Printing Office, U. S. Department of Labor, 1968, Volumes I and II.

Cumulative Career Index. Chronicle Guidance Publication, Moravia, New York 13113.

Occupational Outlook Quarterly. U. S. Labor Department, Washington, D. C. 20009.

Computer Based Career Guidance Systems. Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

Texts

Clayton, Nanalee. **Young Living**. (second edition). Peoria, Illinois: Chas. A. Bennett Co., Inc., 1970.

Making the Most of Your Money. New York: Institute of Life Insurance, Educational Division, 1967.

Tyler, Elias S. and Eugene J. Corenthal. **Materials Handling: Traffic and Transportation**. Gregg Division, McGraw-Hill Book Company, Hightstown, New Jersey 08520.

Dame, Patrick, and Grubbs. **Exploratory Business: Selling, Bookkeeping, Office Occupations, Shorthand, Fourth Edition**, 1965. Gregg Division, McGraw-Hill Book Company, Hightstown, New Jersey 08520.

Cosgrove, Marjorie C., **Discovering Yourself**, Grades 7-9, Science Research Associates, Chicago, 1969.

Hill, Wendell P., **Planning My Future**, Grades 7-9, Science Research Associates, Chicago, 1970.

Whitcomb and Cochran. **Charm for Miss Teen**, 1969. Gregg Division, McGraw-Hill Book Company, Hightstown, New Jersey 08520.

Wood. **You Are A Data Processor**. South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227.

Finch and Roman. **Family Financial Management**, Second Edition. 5101 Madison Road, Cincinnati, OH., South-Western Publishing Company.

Pasewark. **Duplicating Machine Processes: Stencil and Fluid**. 5101 Madison Rd., Cincinnati, OH., South-Western Publishing Company.

Wanous and Haggblade. **Personal Typewriting for Junior High Schools**. 5101 Madison Road, Cincinnati, OH., South-Western Publishing Co.

Textbook
Workbook (including Tests)
Instructional Tapes (reel to reel)
Double Tract, 33/4 ips Tapes
(Lesson 1-30)

Fries. **Timed Writings About Careers**. South-Western Publishing Co., Cincinnati

Textbook. This unique supplement for any typewriting course provides timed writings which were adapted from a series of authentic descriptions of careers. The difficulty of the copy is carefully controlled and measured. Precalculated GWAM columns and scales are designed to facilitate the use of the copy for timings of varying lengths.

Warmke, Wyllie, Sellars. **Consumer Decision Making—Guides to Better Living** 5101 Madison Road, Cincinnati, OH., South-Western Publishing Co.

Keily and Walters. **How to Find and Apply for a Job**, Second Edition. 5101 Madison Road, Cincinnati, OH., South-Western Publishing Company.

Blackledge, Blackledge, and Keily. **You and Your Job**. 5101 Madison Road, Cincinnati, OH., South-Western Publishing Company.

Cashing Checks. The National Cash Register Co., Dayton, Ohio.

Nanassy, Louis C., Krevolin, Nathan & Whitcraft, John, **Personal Typing** Pitman Publishing Corp., 6 East 43 Street, New York, 1970.

Here is material for the one-semester course in typewriting fundamentals and their practical applications in business, educational, social, and personal life.

Visual Teaching Materials for Clerical, Business and Vocational Education. Visual Products Division, Box 33344, St. Paul, Minnesota 55101: 3M Company, 1972.

Travis. **EDL Filmstrip Set.** Gregg Division, McGraw-Hill Co., Hightstown, N. J.

Hanson and Parker. **Personal Development Transparency Series.** 5101 Madison Road, Cincinnati, OH., South-Western Publishing Co.

Krevolin, Nathan, **Art Typing,** Pitman Publishing Corp., 6 East 43 Street, New York.

Thirty pages of cleverly typed "pictures" will amaze students and give them interesting typing practice and develop ability to follow directions simultaneously.

SUMMARY

Work satisfaction and life satisfaction depend upon the extent to which the individual finds adequate outlets for his abilities, interests, personality traits, and values. They depend upon his establishment and a type of work, work situation, and the way of life in which he can assume the kind of role which his group and exploratory experiences have led him to consider congenial and appropriate.

Career development for business education and all other areas, in time, will make the educational process accountable for equipping each individual to shape his own life in terms of his career objective. Its implementation will require those involved in the planning process to formulate specific objectives and learning activities at each educational level and to evaluate the product, the student. This is what education is all about!

DEPARTMENT OF EDUCATION

TALLAHASSEE, FLORIDA

FLOYD T. CHRISTIAN, Commissioner

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